DOCUMENT RESUME

ED 073 600 EC 051 389

TITLE	"Multi-County Diagnostic-Instructional Program for Young Deaf Children" (Serving Lee, Collier, Hendry and Charlotte Counties).
INSTITUTION	Lee County Board of Public Instruction, Fort Myers, Fla.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee.
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ABSTRACT

Described is a 1 year program designed to provide a sequential diagnostic-instructional program for 16 young deaf and hearing impaired children in four Florida counties. Objectives of the program are said to have included the development of language and communication skills, inservice education for staff members, parent activities to encourage better home training, purchase of special equipment and materials, renovation of facilities, and use of consultant services for inservice education and evaluation. An overall objective is given to have been the children's acquisition of readiness skills for an academic program with sufficient diagnostic-prognostic information to determine appropriate future programing. Photographs throughout the report illustrate program activities. Included are evaluation forms used in the program such as weekly reports, an aural developmental checklist, a behavioral checklist, and a guide to structured observation for parents. (DB)

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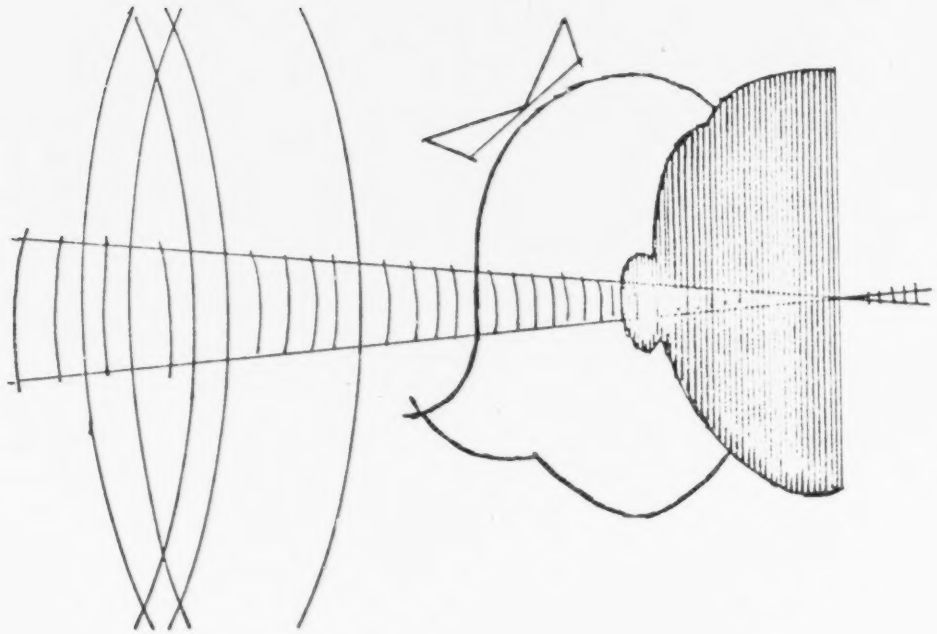
ED 073600

"MULTI-COUNTY DIAGNOSTIC-INSTRUCTIONAL PROGRAM FOR YOUNG DEAF CHILDREN"

(serving Lee, Collier, Hendry and Charlotte Counties)

1971 - 1972

a P. L. 91-230 TITLE VI-B ESEA, Project
State Project #72636



Administrative & Fiscal Agent
School Board of Lee County
Fort Myers, Florida

Morton A. Goldberg
Chairman

Mrs. Rayma Page
Dr. W. Robert Anderson

Howard DeVore
John Mills

Ray L. Williams
Superintendent

An Exceptional Child Education Program

EC 051 389E

This report is designed to illustrate the activities of the project for the 1971 - 1972 school year. Additional information regarding the project can be obtained by contacting

Consultant, Title VI-B
"Multi-County Diagnostic-Instructional
Program for Young Deaf Children"
School Board of Lee County
2235 First Street
Fort Myers, Florida 33901

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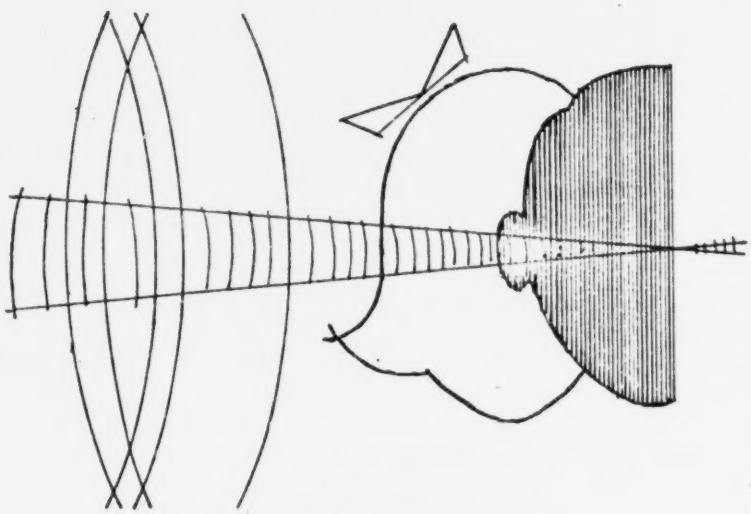
PROJECT ABSTRACT

MULTI-COUNTY TITLE VI-B PROGRAM



This project is designed to provide a sequential diagnostic-instructional program for young deaf children from the counties of Collier, Charlotte, Hendry and Lee.

The instructional phase will concentrate on development of language and communication skills necessary for education of the hearing impaired as well as principles of early childhood education.

In-service education for staff directly involved with the students will be provided.

Parent participation activities leading toward better home training and understanding will be a major function.

Special staff, equipment, materials, transportation and facilities renovation will be included.

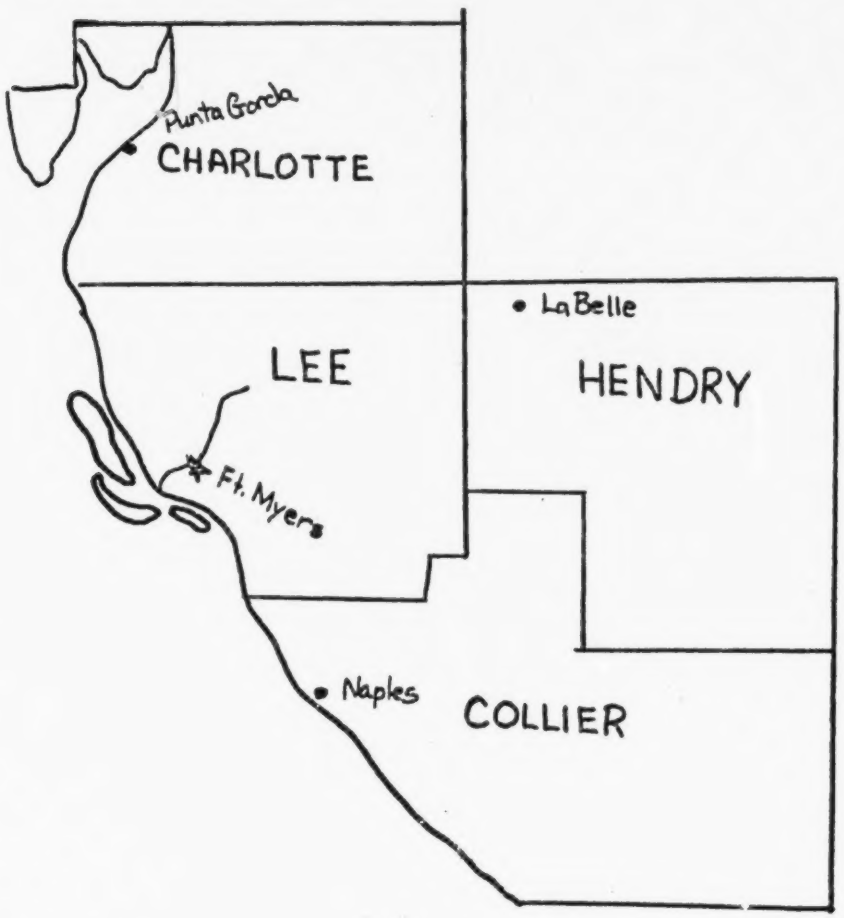
Consultant services for in-service education and evaluation will be purchased.

As a result of this project, it is expected that participating children will have acquired readiness skills necessary for an academic program with sufficient diagnostic-prognostic information to determine most appropriate future programming, i.e. State School for the Deaf or local schools with itinerant assistance.

Project Objectives

OBJECTIVE A

To provide an educational program for young hearing impaired children living in Lee, Collier, Charlotte and Hendry Counties.



County, number of children, and date of enrollment

County	Total	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Lee	11	7				1	2	1			
Collier	3	1	1	1							
Hendry	2			2							
Charlotte	0										
Total	16										

OBJECTIVE B

To provide a sequential curriculum with specific instructional objectives, strong in receptive and expressive language development skills in each specified area.

During the first semester of the 1971-72 school year, the coordinator, project consultant, and faculty began preparation of behavioral objectives in the form of a curriculum guide in each of the following areas: language, spelling, writing, math, social studies, and reading. The curriculum, still in rough draft stages, is to be sequentially ordered, using normative data according to the R-E-P language scale, the Quill curriculum guide, and Lee County Elementary Education curriculum guides.

OBJECTIVE C

To provide instructional personnel for the education of these children.

Mrs. Mary Ellen Dixon
Teacher, Preschool

Mrs. Ellen Burkett
Teacher, Level I

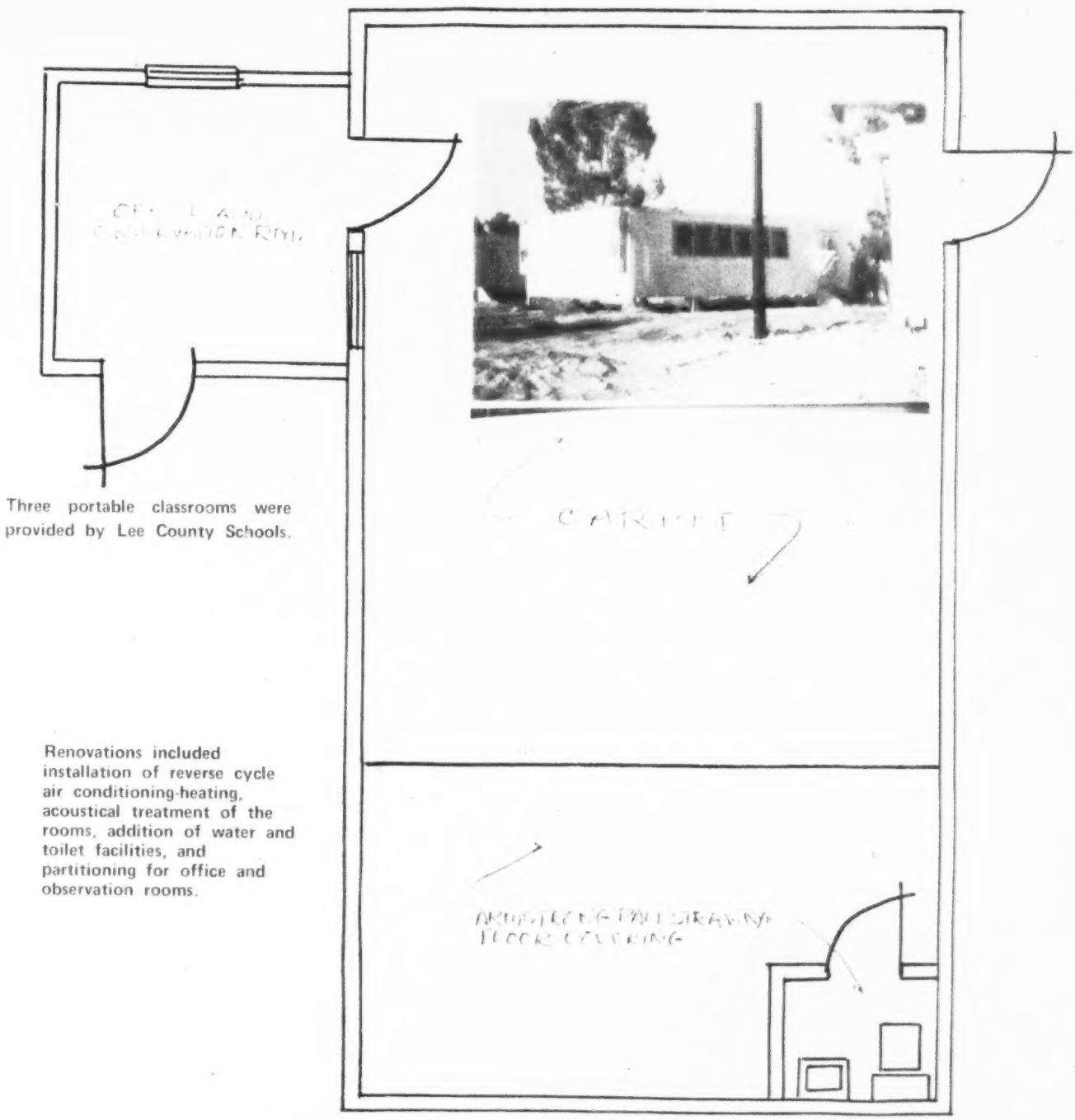
Miss Patsy D'Alessandro
Teacher, Level II

Mr. John Szymanski
Coordinator

Other personnel from Lee County and the participating counties provided assistance, including speech therapists, hearing therapist, psychologist and regular classroom teachers.

OBJECTIVE D

To provide adequate facilities by renovation of existing facilities.



Three portable classrooms were provided by Lee County Schools.

Renovations included installation of reverse cycle air conditioning-heating, acoustical treatment of the rooms, addition of water and toilet facilities, and partitioning for office and observation rooms.

Mr. Dave Taylor, School Plant Planner, designed the renovations, using ideas suggested by the staff.

CARPET

Allen Park, a modern elementary school located in the central section of Lee County, was chosen as the home for the program.

ARMSTRONG PALESTRA VINYL FLOOR COVERING

OBSERVATION ROOM

OBJECTIVE E

To provide educational media for the instruction of these children.

Three classrooms were equipped with furniture, equipment, and teaching materials appropriate to the level of the program.

The Phonic Ear FM Auditory Training System was pruchased for use with the three classes.

This wireless system allows the teacher to speak to her class using a microphone transmitter. Her children can hear by means of the powerful receivers they wear.

The Phonic Ear permits complete mobility---in the class, on the playground, in the cafeteria, even on field trips. Also, two or more classes can broadcast in the same room without interfering with each other.

Two nine passenger station wagons and one twelve passenger van were purchased for use in the program.

Other equipment purchased during the year included:

IBM Typewriter
Overhead Projectors
Filmstrip Projectors
Primary Typewriter
Sony 1/2" Video Tape Recorder System
Cassette Tape Recorders

OBJECTIVE F

To provide in-service training of all personnel for working with these children.

STATE EXCEPTIONAL CHILD REGIONAL INSTITUTE

To provide non-credit inservice training to teachers not meeting requirements to teach in programs for the deaf.

A. Sponsoring County: Lee

B. Participating County: Lee

C. Dates of Institute: August 9-13, 1971

D. Location: Allen Park Elementary School
3345 Canelo Drive
Fort Myers, Florida

E. Director: John Szymanski, Coordinator
Hearing Impaired Program
235 First Street
Fort Myers, Florida 33901

Instructor: Dr. Winifred Northcott, Director
UNISTAPS* Exemplary Early Childhood Education Project for Hearing Impaired Children, 0 - 6 and their Parents
*(P.L. 90-539)
State Department of Education
St. Paul, Minnesota 55101

F. Program Outline:

Monday

A.M.: Course objectives
Definition of terms
Characteristics of children (3-8)
Rationale for early educational intervention
Components of a comprehensive pre-primary program
Educational options: primary grades
Audiogram vs the performing child
Curricular models and teaching styles

P.M.: Language development in young children
Application to teaching primary hearing-impaired children
Behavioral objectives: children: parents: teachers
A. The writing of individual behavioral objectives
B. Process of evaluation for modification of objectives

Tuesday

Pre-primary children (3-5 years of age)
Goals of the program
Admission criteria
Objectives of the program
Philosophy, equipment, personnel
Nursery environment and activities
Components of individual teaching
Curriculum content and materials
Speech and language
Experience charts
Auditory training
Video-tape: auditory training
Video-tape: experience charts

Wednesday

Primary grades (children 5-8)
Goals of the program
Curriculum content and materials
Inductive approach to learning
Supplementary materials
Home-school interaction
Simulation exercises

Thursday

A comprehensive program for parents
Parent guidance, counselling and parent education
A. Primary level (parent teaching program)
B. Primary level (reinforcement of schools goals through home training)
Dimensions of parent participation
A. Parent conferences
B. Parent observation: What to look for during school visit
Building a trust relationship
The techniques involved in getting and giving information to parents

Friday

A.M.: Types of assessment
Standardized tests
Developmental logs: time samples
Weekly progress reports
Video and audio speech and language samples
Informal teacher assessment: pre-primary
The teacher as functional psycho-educational diagnostician: primary grades
Supplementary video-tapes: individual teaching

P.M.: Summary and review of the week
Question and answer period about supplementary handouts

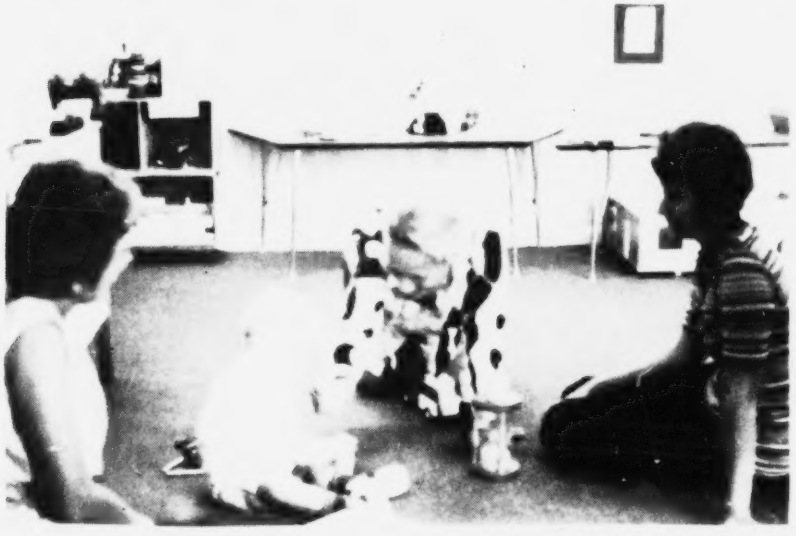
Materials to be Distributed: Related to
Language acquisition
Assessment scales and reporting forms
Parent observation of child in school
Reading list for participants
Reading list for parents
Reprints of professional articles
Guides for classroom teachers with a hearing impaired child in the room, and for tutors of hearing impaired children in regular classes

DR. WINIFRED NORTHCOTT CONDUCTED A FIVE DAY INSTITUTE ON TEACHING DEAF CHILDREN. . . . . .

Dr. Marya Mavilya, shown here with our three teachers, served as our major outside consultant to the program.

During the year, she provided a total of 18 consultant days and worked with the staff on program development and improvement of teaching skills and knowledge.

Dr. Mavilya also served in a diagnostic capacity, working with children referred for evaluation and possible placement in the program.



OBJECTIVE G

To provide counseling and instructional services for the parents of hearing impaired children and to assist them in working with their children in communication skills development.

Monthly parent meetings were held at the school, usually during the day to allow observation of the children. Here are the topics discussed during these meetings:

A. First Quarter Activities
   1. Open house, general orientation, enrollment of students
   2. Parent program objectives, project objectives
   3. Individual and group counseling

B. Second Quarter Activities
   1. Structured observations of children by parents
   2. Speaker "Some problems facing deaf in regular school program." Ricky McClain - Lee County High School student

C. Third Quarter Activities
   1. Guest speaker "Problems facing the deaf in college" Kathi Sufferidge - student University of Miami
   2. How they hear - John Szymanski, Project Coordinator
   3. Structured observation of children by parents
   4. "Teach your child to talk" - Guest Speaker, Jane Hayford, Lee County hearing therapist
   5. Guest speaker "language stimulation for deaf children".

D. Fourth Quarter Activities
   1. Guest speaker "Suggestions for language stimulation at home" Dr. Marya Mavilya, Project Consultant
   2. Pupil progress, overall program progress project design FY73
   3. "Teach your child to talk" (parents 0-3) John Szymanski, Project Coordinator
   4. Organizational meeting multi-county parents hearing impaired

Also, individual home visits were made by the staff to work with the parents and child in the home setting and to reinforce language development ideas presented in school.

OBJECTIVE H

To provide transportation for these children to the multi-county facility for hearing impaired children.

We employed three part-time drivers to transport the children from the three counties (Lee, Collier and Hendry). These drivers also worked as program aides or secretary. This provided valuable utilization of their time.

Our children benefited from this arrangement as they worked with their "bus driver" during the day. A closer relationship between school and home was fostered by means of the driver-aide program.

Activities

Providing a rich background of language oriented happenings was a prime objective for the program.

Many activities went on in the classes throughout the year. Experiences varied from learning to care for a pet such as the durable gerbils to learning how to brush teeth correctly.

Trips to local attractions were included as vital aspects of the program. Advance preparation and follow-up activities helped develop the needed reservoir of language concepts in the children.

We rambled to such interesting events as

the grocery store (on several shopping expeditions)

the airport (where we got to see a 727!)

the decorated store windows downtown (real Halloween witches)

the beach (a genuine picnic)

the Christmas party (our very own Santa Claus came)

the Shady Oaks Park (and a great petting zoo)

the Shell Factory (we looked at so many shells)

the Coca Cola Bottling Company (ummm, good)

the fire station (we got to climb on the trucks, too)

the Everglades Wonder Garden (lots of alligators there)

the Jungle Cruise (we got to steer the boat!)

WE HAD FUN!!

We were fortunate to have the opportunity to work with special services in the school. Our children had the benefits of working with physical education classes, art classes and music classes along with hearing children. These experiences were valuable indeed, and we hope to be able to expand to include even more such times next year.

Lee County Schools personnel participated actively in our project.

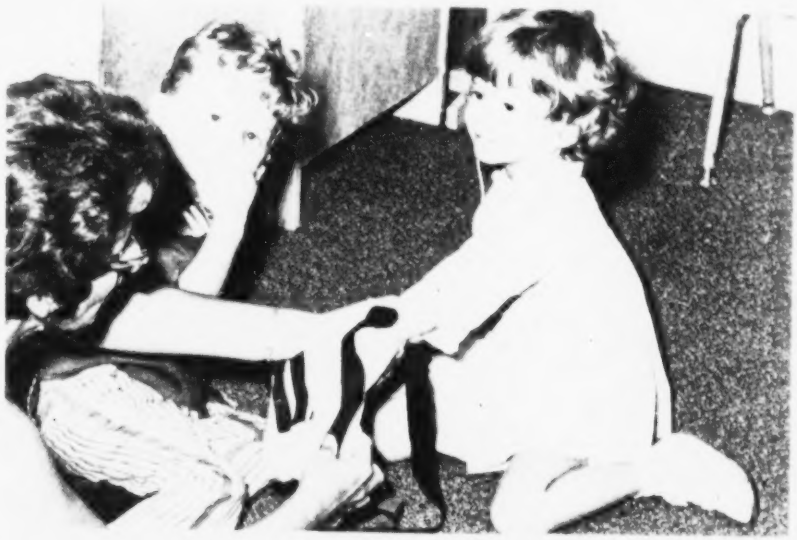
Mr. Al Tapio, Media Specialist, taught us how to use our video tape recording system and was on call throughout the year whenever needed for assistance with audio-visual aids.

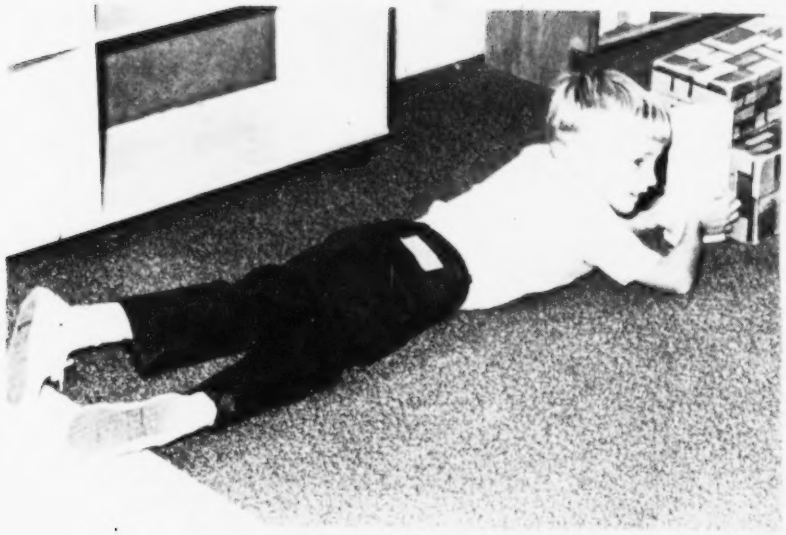
Mrs. Jane Hayford, Hearing Therapist, served as a consultant to the program, assisting with diagnostic procedures and with in-service education for parents.

Mr. Oliver Payne, Principal of Allen Park Elementary School, provided support and administrative leadership to our program and helped to make us feel a part of the school.

Mrs. Carolyn Sumy, Secretary, and Mrs. Marian Swain, Bookkeeper, both at Allen Park School, helped with the "bits and pieces" of supply ordering, records, and everyday activities of school.

The project has been funded for the second year. During the 1972-73 school year, a main goal will be to locate, identify and work with deaf infants between the ages of birth and three years in a home-school training program with parents. The project consultant and teachers will work with the parents of the deaf infant to promote early language and speech development, using the residual hearing of the baby.





Evaluation Forms

WEEKLY REPORT*

Date _____ Weekly Report for _____

Activity	Child's Behavior	Behavior With Another Child
		quality of interaction
		response to child
		language patterns
		behavior management of child
	wearing hearing aid —	

Child's Language

Receptive	Expressive
auditory discrimination	examples
receives:	vocalizes:
	babbles:
	voiceless speech:
responds:	holophrastic:
speechreading (multisensory)	echolalic:
Capacity	telegraphic:
1. single words:	spontaneous expression:
2. phrases:	
3. simple sentences:	gesture language:
4. complex sentences:	

Mother's activities:

Father's activities:

Parent's questions:

Suggestions to parents:

Next scheduled visit:

*Adaption of Watson - Pickles Scales Umstaps Model Pre-school Center Project, Minnesota Department of Education (Dr. Winifred Northcott, Project Director).

DIFFERENTIAL DEVELOPMENT FOR HEARING IMPAIRED CHILDREN*
Every Nine Weeks

AUDITORY DISCRIMINATION (Aid on)

Awareness of

_____ Environmental Sounds

Examples: _____

_____

_____ Voice and/or child's name

_____ Music

Conditioned to respond to sound (what)

_____ No

_____ Yes

_____ Distance listening (across room - playground)

Discrimination

_____ Between 2 gross sounds

_____,_____

_____ Among 3 gross sounds

_____,_____,_____

_____ Between 2 soft sounds

_____,_____

_____ Among 3 soft sounds

_____,_____,_____

_____ Between 2 words (not in carried phrase)

one syllable

_____,_____

two syllables

_____,_____

_____ Among sentences

VERBAL

Imitative

	Aural	Visual Aural
Sounds	_____	_____
Words	_____	_____
Rhythmic patterns	_____	_____
Phrases	_____	_____
Sentences	_____	_____

Spontaneous

_____ Shouts for attention.

_____ Babbles phrases (4 syllables or more)

_____ Imitates number of syllables after someone (echolalic)

_____ Says "mama" or "dada".

_____ Says first true words imperfectly.

_____ Vocabulary-single understandable words (circle 10, 50, 100).

_____ Uses sentences of two or more words.

_____ Asks questions.

_____ Engages in conversation.

Comments: _____

_____

_____

_____

_____

*Adaption of Kansas University Medical Center Boone, (Watson Pickles-Scales) Unistaps Model Pre-school, Minnesota Department of Education (Dr. Winifred Northcott, Project Director).

Articulation

p

b

m

t

d

n

l

k

g

s

sh

ch

j

---

ah

oo

ee

Intonation Pattern

Directions:	Present check	Future
Imitative:		
In syllables	_____	_____
In words	_____	_____
In sentences	_____	_____
Spontaneous		
In syllables	_____	_____
In words	_____	_____
In sentences	_____	_____
Pitch Range		
Monotone	_____	_____
Other	_____	_____

Comments: _____

_____

_____

_____

_____

_____

RESPONSE DEVELOPMENT PROGRAM*

Behavioral Check List

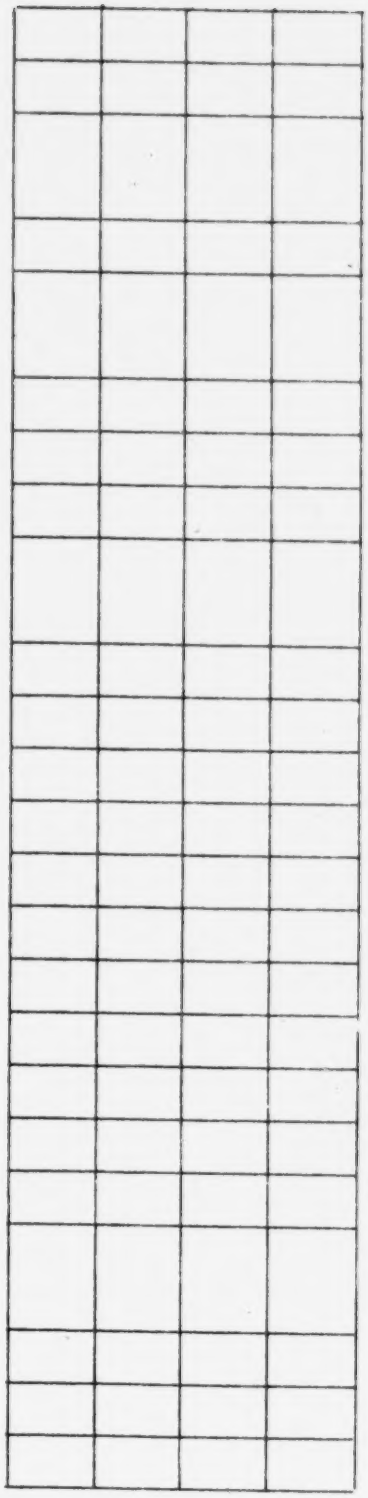
Name _____

I. Language and Speech Readiness

	Dates			
A. Attending Behavior				
1. Responds to name (stopping, turning)				
2. Comes to name				
3. Establishes eye contact				
4. Maintains appropriate eye contact				
5. Sitting behavior				
a. Leaves chair, must be returned				
b. Leaves chair, returns when called				
c. Remains seated, hands and feet in motion				
d. Remains seated, quiet hands and feet				
e. Takes turns				
f. Responses directly to stimuli presented				
B. Response to Directions				
1. Responds to gestural stimulus				
2. Responds to gestural and verbal stimulus				
3. Responds to verbal stimulus				
a. Simple actions: come, go, sit down, give				
b. More complicated actions: Give the red ball to Nancy Put the round block under the table				
c. Complex actions: Group games, Action Records, Ring around the Rosy, Mulberry Bush				
C. Manipulative Behavior				
1. Drops object in large opening				
2. Drops object in small opening				

*Adaption of materials presented Institute "Characteristics and Needs of Hard of Hearing Children", Utah State University, July, 1968.

3. Simple form puzzles
   a. Pushes and pounds, indiscriminant placement
   b. Pushes and pounds, appropriate placement
   c. Appropriate placement, turns piece to fit
4. Peg toys
   a. Manages large diameter pegs
   b. Manages small diameter pegs
5. Geometric Shape Puzzles
   a. Circle
   b. Square
   c. Triangle
   d. Diamond
6. Use of Crayons
   a. Clenches in fist
   b. Holds crayons correctly
   c. Scribbles without regard to lines
   d. Shows awareness of limiting lines
   e. Stays within coloring lines in large areas
   f. Stays within coloring lines in small areas
   g. Draws a straight line
   h. Connects two points with a straight line
   i. Connects lines to make an "X"
   j. Traces a circle
   k. Copies a circle
   l. Makes a circle
7. Use of Blocks
   a. Makes a train (line of 3)
   b. Stacks two
   c. Stacks three
   d. Makes a pyramid



8. Use of Furniture Blocks

   a. Sorts into appropriate rooms with assistance

   b. Sorts into appropriate rooms in non-directed play

   c. Pairs go-together furniture (table and chairs, etc.)

9. Use of Table and Kitchen

   a. Selects necessary utensils to set table

   b. Serves "tea party" food

   c. Uses utensils appropriately

   d. Washes and returns equipment

D. Matching

   1. Color to color

   2. Form to form

   3. Size to size

   4. Object to object

   5. Object to picture

   6. Picture to picture

   7. Picture to symbol

E. Tactile, Auditory and Visual Discriminations

   1. Auditory Discrimination

      a. Localizes to sound behind back

      b. Localizes to sound in front (eyes closed)

      c. Discriminates between 2 grossly different noises

      d. Discriminates between 3 grossly different noises

      e. Discriminates between 2 noises similar in tone

      f. Discriminates between loud and soft sounds

      g. Discriminates between high and low sounds

      h. Selects appropriate common animal sounds

      i. Selects appropriate sounds of equipment (cars, sweeper train, etc.)

j. Selects common items verbally requested

2. Visual Discrimination

a. Colors

b. Shapes

c. Sizes - Big-Little Long-Short

d. Number: one-more-two-lots-three

3. Tactile Discrimination

a. Attributes

1. Hot - cold

2. Soft - hard

3. Rough - smooth

4. Big - little

5. Long - short

6. Heavy - light

7. Round - square

b. Identification of Known Objects by shape and texture (objects concealed in bag)

F. Motor Imitative Behavior - Gross to Fine

1. Stand up - sit down

2. Walk - run

3. Bend over

4. Shake head

5. Extend tongue

6. Hit table

7. Clap hands

8. Touch head

9. Touch eyes

10. Open mouth

11. Touch mouth

12. Close mouth

G. Vocal Imitative Behavior - Single to Sound Combinations

1. Open mouth - Say Ah
2. Close mouth - Say m-m-m
3. Say Ah
4. Say m-m-m
5. Say Ah
6. Say ma
7. Say ma-ma
8. Say hi
9. Say Bye
10. Say Baby
11. Say daddy
12. Imitation of numerous words

II. Language and Speech Skills

A. Non-vocal communications

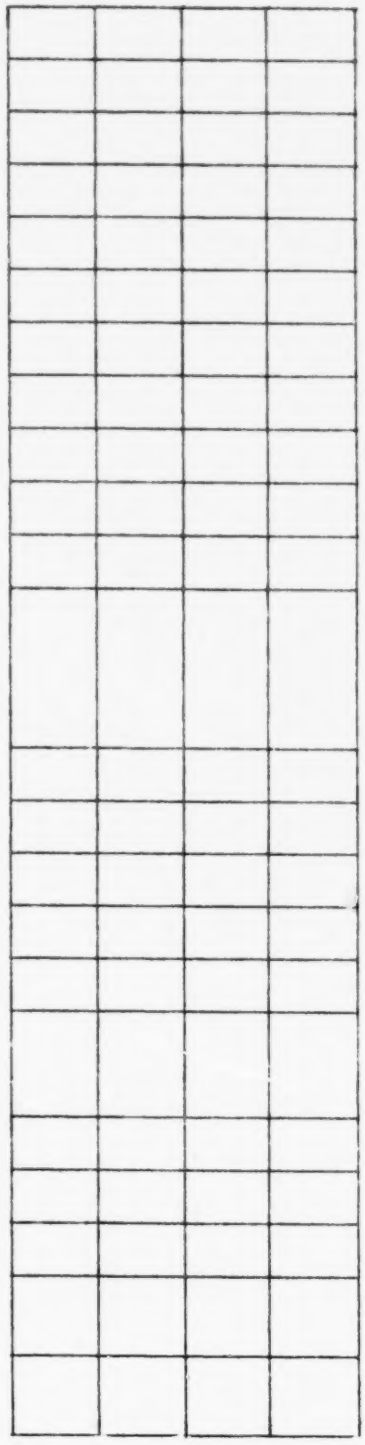
1. Waves bye
2. Waves hi
3. Gestures "come"
4. Points to object desired
5. Nods head "yes"
6. Shakes head "no"

B. Vocal Social Responses, Directed and Spontaneous

1. "Hi"
2. "Bye"
3. Please
4. Thank you

C. Demonstrated recognition of picture or object in core vocabulary

D. Verbal response to picture or object providing a core vocabulary



1. Vocabulary categories for C and D

   a. Familiar objects

   b. Primary body parts

   c. Immediate family members

   d. Names of peers and personnel

   e. Basic clothing items

   f. Basic grooming items

   g. Basic eating utensils

   h. Food - common fruits, vegetables, milk, eggs

   i. Furniture - living room, bedroom, bathroom articles present in home environment

   j. Common animals and sounds

   k. Number concepts to 3

   l. Primary colors

E. Verbal Chaining

   1. Componant unit "a (object)"

   2. "I want a (ball, drink)"

   3. "Come _____ (name of peer)"

F. Manding–Spontaneous Use of Speech to Change Environment

III. Independent Functioning

A. Busies self while waiting for teacher

B. Selects materials under direction

C. Selects materials non-directed

D. Manipulates materials with assistance

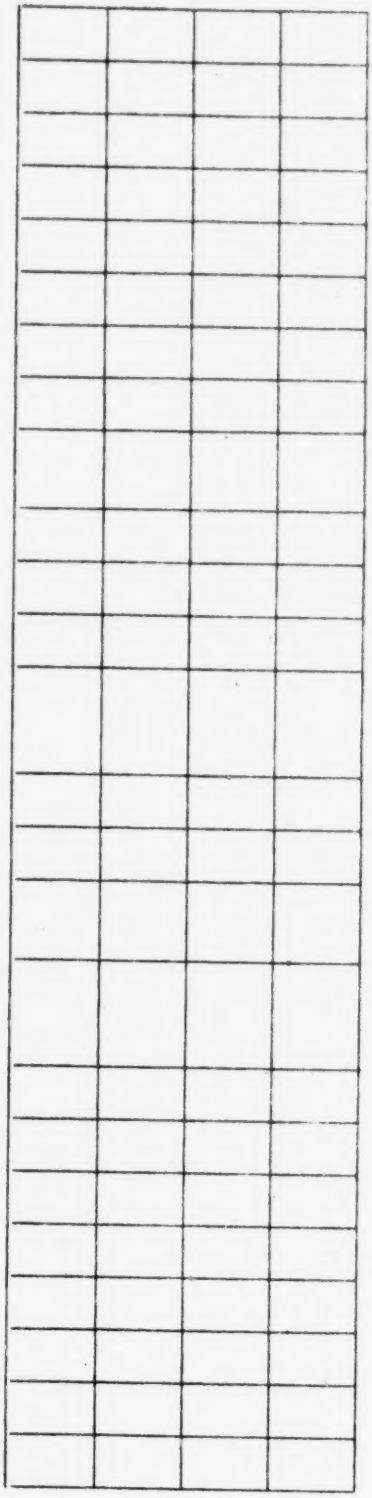
E. Manipulates materials without assistance

F. Puts materials away with direction

G. Puts materials away without direction

H. Calls teacher's attention to needs of peers

I. Observes and responds to needs of peers



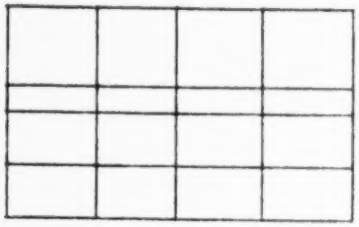
IV. Self-concept

A. Recognizes picture of self

B. Knows name if asked
First name
First and last name

C. Identifies body parts

D. Names body parts



STRUCTURED OBSERVATION OF A CHILD IN SCHOOL*

FOR PARENTS

Please respond with a check in the appropriate space or with a few words, as appropriate.

1. Choice of Activities

   A. How much time does your child spend in large muscle activities such as running, jumping, climbing, building with large blocks or other physically strenuous activities that call for the use of his entire body? A lot of play time_____; a moderate amount of time_____; very little time_____.

   B. Does he do these things easily, gracefully, and fearlessly_____, or are his movements hesitant, tentative, or clumsy?_____

   C. How much time does he spend in quiet activities such as sitting at a table or on the floor playing with manipulative toys and games like puzzles, lego, stringing beads, building with small blocks, dominos and lotto games? A lot of play time_____; a moderate amount of time_____; very little time_____.

   D. Does he participate voluntarily_____or must he be encouraged_____in the more unstructured media such as paints, clay or play dough, fingerpainting or whatever kind of art activity is provided?

   E. How does he use these materials: freely without restraint_____or anxiously as if fearful of getting dirty or not being able to do what he wants with them?

   F. Does he get deeply engrossed in the activity he is engaged in?_____Does he give it a fairly long attention span and personal involvement?_____Does he seem to only "dabble" for very short periods of time?_____Is he easily distracted by other activities or children in the room and therefore does he rarely really "sink his teeth" into what he is doing?_____

   G. Does he spend much time watching others do things?_____Does he get involved himself fairly quickly in projects and activities?_____

2. Social and Emotional Behavior

   A. Relationships with other children:

      a. How much time does he spend in

         Solitary play - being by himself, playing entirely alone
         (A lot of time_____; a reasonable amount_____very little_____)

   B. When playing with other children, how does he get along with them? Is there frequent friction or conflict_____What kind of children does he seem to get along with best? Active and outgoing_____; passive and shy_____

   C. What effect does his behavior seem to have on the group and what effect does the group have on him? Is he over-stimulated or easily distracted by the other children?_____Is he disruptive_____or generally cooperative and constructively involved with others?_____

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3. Relationships with Adults:

A. Does he interact with the teachers frequently or not?_____What is the nature of his interaction? (Conversation_____; play_____or work_____)Does he initiate it or do the teachers?_____

B. Does he seem excessively dependent on the teachers for attention and for help or is he relatively independent?_____

C. Is he able to give and receive affection and to relate warmly to his teachers_____, or does he maintain some emotional distance from them? _____

D. Does he take directions easily and usually follow them?_____Is he able to adhere to the usual classroom routine without constant reminding?_____Do changes in routine seem to confuse or distress him?_____

4. Communication

A. Does he seem alert and aware of things that are happening around and to him?_____

B. Does he attempt any verbal communication? (yes) _____ (no) _____
Actual speech in sentences? (sample)_____
Sentence fragments?_____
Single words? Spontaneous_____ Imitates teacher_____
Clear or garbled enunciation?_____
Grunts and/or babbling?_____

C. If he does talk, does he talk more to adults_____, to other children_____, or to himself?_____Does he talk more during one type of activity than another?_____

D. What forms of nonverbal communication does he use?
Hand and body gestures?_____
Facial expressions?_____
Crying and/or temper tantrum?_____
Anything else?_____

E. Does he express his emotions and ideas through any forms other than those mentioned above, such as through play or through physical acts? Give example_____
_____

F. Does he display a wide range of emotions_____, only a few_____, or practically none?_____Which feelings does he show most and how? Describe in a sentence or two._____
_____

G. Considering his age, do you feel he is finding and using constructive outlets for his feelings and ideas in the classroom?_____If so, what are those outlets?_____
_____
If not, what other ways would you like him to behave to show his feelings and ideas now?_____ _____
_____
How do you think you and the school can be helpful to him in this area?
_____
_____